



EDUCATION STATUS OF SCHEDULED CASTE - A CASE STUDY

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Abstract

In India caste is a powerful organization. It provides a structure for arranging and organizing social groups in terms of their status and position in education system. This study addresses educational status of scheduled caste of Rasiawas village of Bawal Tehsile in Haryana. In this study primary data have used with the help of pre- structured questionnaire to 100 household during the year 2017. In this study percentage method have used. Further the results have interpreted with help of tabular analysis. The result based on quantitative and qualitative research revealed that the educational condition of some respondents is not good. Education level of scheduled caste people is not good. Most of the people have less awareness about the government schemes and programmed. The suggestion given in the study can be cited to improve the education status of scheduled caste in India.

Keywords: Quantitative, Qualitative, Condition, Awareness, Improve.

India is a caste based society. Caste is the major factor and feature of Indian society. The caste is Indian society is still the most powerful factor in determining a man's dignity calling and profession. In India every Hindu necessarily belongs to the caste of his parents and in that caste he certainly remains. Accumulation of wealth and exercise of talents can't change his caste status. It almost always happens that every man's caste is known to his neighbours. In some cases, the application of the rule of caste seems almost to prescribe the means of livelihood of its members. Thus the caste system which may have originated in the preservation of ceremonial purity in social relations and in rules designed to limit admixture of blood has in the course of the ages developed in to an institution which assigns to each individual his duty and his position in orthodox Hinduism.

What is caste?

According to Sir H. Riley, A caste may be defined as a collection of families or groups of families bearing a common name which usually denotes or is associated with specific occupation, claiming common descent from a mythical ancestor, human or divine, professing to follows the same professional calling and regarding by those who are competent to give an opinions forming a single homogenous community

Scheduled Caste

In British time these two terms scheduled caste and scheduled tribes are known as low class. 'Dalits' were termed as scheduled caste and 'adivasis' were termed as scheduled tribes. The scheduled castes comprise about 16.6 percent and scheduled tribes comprise about 8.6 percent in during to 2011 census .They are the most neglected and exploited people in India.

Various names have been used to refer to these people. The name that one comes across for those people are 'untouchables', 'chandala', 'avarna' , 'Antyaja' , 'Mritipa', 'Svapaha', 'Panchama', 'Untouchable', 'Harijan', 'Out -castes', 'Depressed class', 'Exterior caste', 'Scheduled castes', 'Ex untouchables' and 'Dalit '.

Definition of Scheduled Caste

The Scheduled castes means ,such castes, Races, Tribes or parts or groups within such castes, tribes or races, deemed under article 341 to be Scheduled castes (SCs) for the purpose of this constitutions.

Historical background of the Scheduled Caste



The historical background of the term ‘Scheduled Caste’ could be traced to the government of India, 1935. For the first time British Government issued the government of India, scheduled caste, order in 1936 specifying certain castes as scheduled caste in some of the provinces. Prior to that the scheduled castes were normally known as ‘Depressed classes’. Dr. Hutton, the then census commissioner of India, had categorized the depressed classes systematically and the list of scheduled castes issued under the government order of 1936 was a continuation of the earlier list prepared by Hutton. Further, the list drawn in 1950 the constitution scheduled castes order, was a revised version of 1936 order.

After the constitution came into force the classification of the scheduled tribes was made. Even in the case of tribes the first ever serious attempts to classify them is attributable to 1931 census. However, a reference has been made in the government of India act, 1935 to the backward tribes.” According to the 13th schedule of the government of India order 1936, certain tribes were specified as backward in some provinces.

In accordance with the provisions of article 341 and 342 of the constitutions the president will notify the list of scheduled castes and scheduled tribes.

The constitutional (Scheduled castes) order, 1950 lists 1108 castes across 29 states in its first scheduled and the constitution (Scheduled tribes) Order, 1950 lists 744 tribes across 22 states in the first scheduled.

Research Methodology:-

In Research Methodology, the Researcher decides different types of tools to use in the particular study. To investigate the research problem descriptive analysis is used through using the primary data from field survey in Rasiawas village. Because primary data is up to date and provide real picture of current situation. In present study, primary data is collected during 2017 from Rasiawas village in Bawal tehsile. A total number of 100 households are selected from Rasiawas village. The questions were to be answered on personal basis and to make the study more effective questions were asked in the local language. For this study percentage and content analysis method were used.

Objective of the study:-

- To analysis the education status of scheduled caste.

Review of literature:-

- **R.R. Biradar, Jaysheela (2007)** investigated effects of educational inequality among social group in rural India. This study focus on the educational status of Scheduled caste and scheduled tribes was significantly lower as compared to others. Although literacy rate increased significantly, a Greater literacy continued to exist in respect of scheduled castes/ scheduled tribes as compared to that of non –SC’s/ST. In India the educational status of social groups was found to be highly unequal.
- **Throat Sukhadeo and Senapati Chittaranjan (2007)** investigated reservation in employment, education and legislature –status and emerging issues. This study describes that in the share of sc/st reservation there had been large improvement and representation in educational institutes and government employment. In legislative bodies the reservation had also ensured the sc/st’s some space in the executive and decision making process. In government sector the impact of formal reservation policy and in private sector informal affirmative action policy had led to some improvement in the human development of sc/st.
- **Panda B. k. (2012)** studied participation in schooling and household work. This study describes that in education scheduled caste girls had been low participation and attending the school. This form of low participation in education especially among the rural girls was

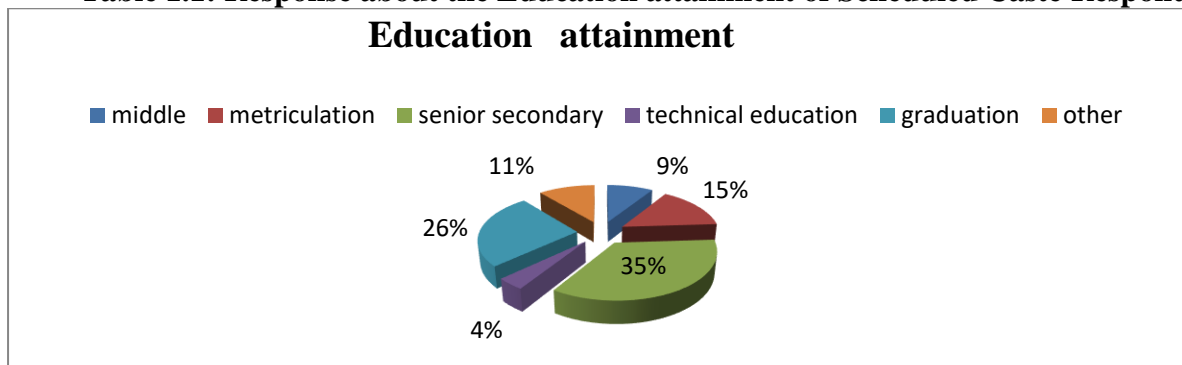


much more conspicuous-generation after generation among the girls child particularly belonging to the scheduled caste. Those girls who were enrolment in the school different schemes such as scholarships, uniform, free textbook and notebook, food baskets and provision of bicycles were provided. Those girls who were not enrolment in the school had faces major challenges.

- **Chouhan Pradeep (2013)** investigated a study on literacy and educational attainment of scheduled caste in Maldah district of west Bengal. This study was defined that the people of scheduled caste were still comparatively illiterates and less Educated than general categories. The people of general categories were highly educated. Again this study discuss about the negative relationship between the education level of women and Fertility.
- **Behera Sarbari (2015)** studied a status report of scheduled castes in higher education. The main objective of this study to analyzed the higher education of scheduled caste in India. The study was based on secondary data. In this study data were collected from the census report 1961 to 2011. According this study higher education System were focus on the inclusive development of the scheduled cast. So this study said that in social change higher education plays an important role. The study suggested that the government should modernize our educational system in an inclusive way.

Data Discussion

Table 1.1: Response about the Education attainment of Scheduled Caste Respondents



Source : Primary Data

Above figure 1.1.shows the response about the education attainment of scheduled caste respondents in Rasiawas village. It shows that 9 % (out of hundred) respondents are middle and 15 % (out of hundred) respondents are matriculation passed. 35% (out of hundred) respondents are senior secondary and 4% (out of 100) respondents are technical education.26% (out of hundred) respondents are graduation passed. Remaining 11 %(out of hundred) respondents having P.G. or B.Ed.

Table 1.2: Response about the type of Medium of Scheduled Caste Respondents

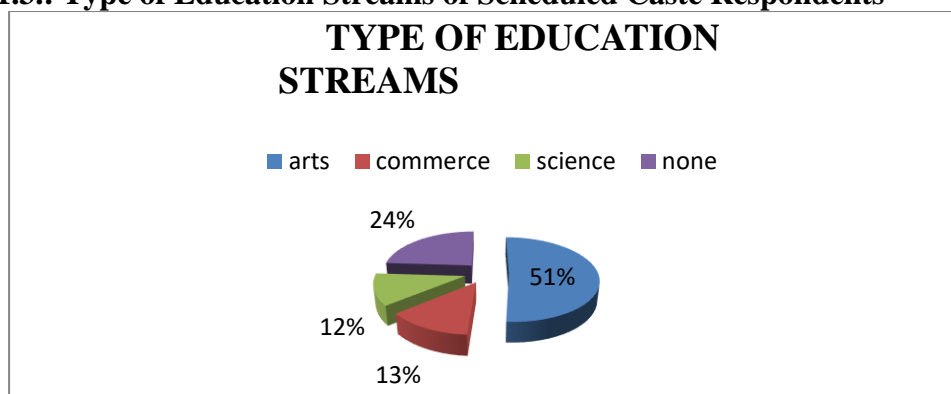
Type of medium	No of Respondents	Percentage
Hindi	77	77%
English	23	23%
Total	100	100 %

Source : Primary Data

Above table 1.2 shows the response about the type of medium of scheduled caste respondents in Rasiawas village. It shows that 77% (out of hundred) respondents are Hindi medium .23 % (out of hundred) respondents are belong to English medium. In this figure Hindi medium ratio is very high as comparison of English medium ratio.



Table 1.3.: Type of Education Streams of Scheduled Caste Respondents



Source: Primary Data

Above table 1.3 shows the response about the education streams of scheduled caste respondents in Rasiawas village. It shows that 51 % students have arts stream.13 % students have commerce stream and 12 % students have science stream.24 % students have not any stream of education. The ratio of arts stream is high as comparison of science and commerce streams.

Table 1.4: Enrolment in the college of Scheduled Caste Respondents

Response	No of Respondents	Percentage
Enrolled	41	41%
Not-enrolled	59	59%
Total	100%	100%

Source: Primary Data

Above table 1.4 shows the response about enrolment the college of scheduled caste respondents.41 % respondents (out of hundred) say that they have enrolled in the college but 63 % respondents (out of hundred) say that they have not enrolled in the college. The ratio of not enrolled respondents in the college is higher than the respondents who are not enrolled in the college.

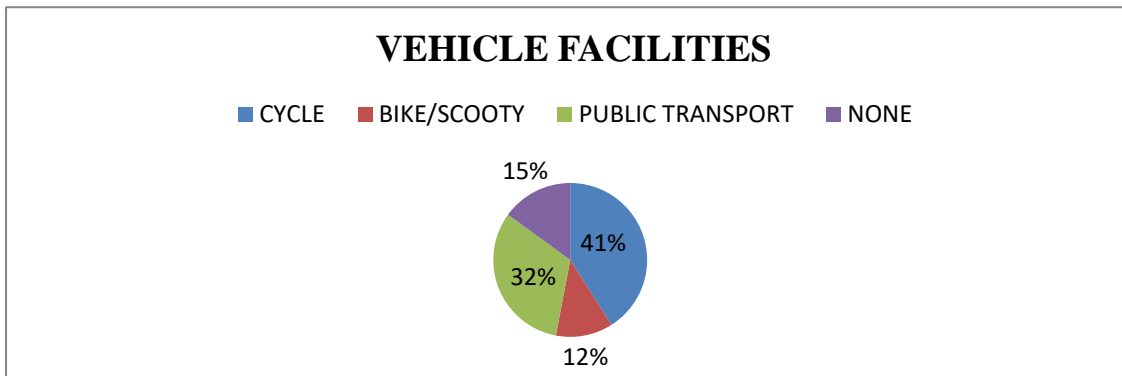
Table 1.5: Distance of School and College of Scheduled Caste Respondents from their houses

Distance	No of Respondents	Percentage
0-5 Km	55	55 %
5-10 Km	35	35 %
10-15 Km	10	10 %
Total	100	100 %

Sources: Primary Data

Above table 1.5 shows the distance of school and college from the housesof the scheduled caste respondents. It shows that 55 % (out of hundred) respondents travelled/ covered a distance of 0-5 k.m.to go to school or college.35 % (out of hundred) respondents travelled / covered a distance of 5-10 K.m. to go to school or college.15 % (out of hundred) respondents travelled / covered a distance of 10-15k.m.

Table 1.6: Mode of Vehicle Facilities of Scheduled Caste Respondents



Source: Primary Data

Above figure 1.6 shows the response about the vehicle facilities of scheduled caste respondents in Rasiawas village. 41% (out of hundred) respondents say that they use cycle when they go to school or college. 12 % (out of hundred) respondents say that they use bike /scooty when they go to school or college. 32% (out of hundred) respondents say that they use public transport when they go to school or college. Remaining 15 % (out of hundred) respondents say that they don't use any type of vehicle.

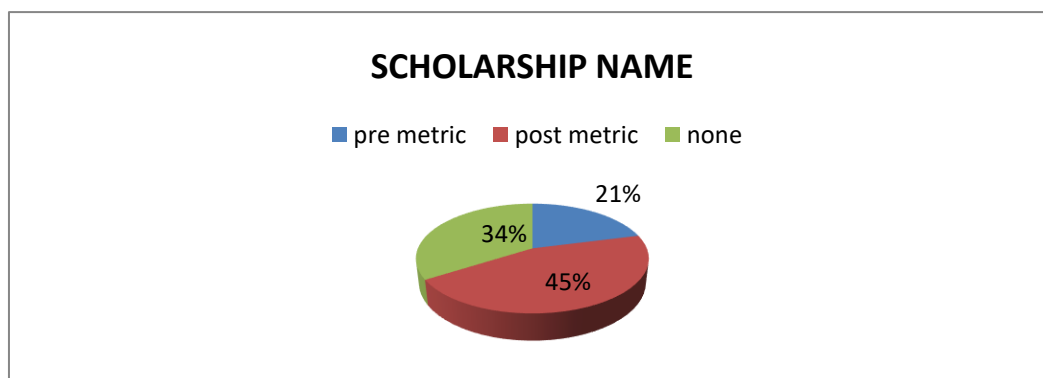
Table1.7: Scholarship Status of Scheduled Caste Respondents

Response	No of Respondents	Percentage
Yes	66	66%
No	34	34%
Total	100	100%

Source: Primary Data

Above figure 1.7 show the scholarship status of schedule caste respondents in Rasiawas village. 66% (out of hundred) respondents say that they have gained scholarship but 24 % (out of hundred) respondents say that they have not gained any type of scholarship. The ratio of scholarship gained respondents is high as comparison to non gained scholarship respondents.

Table 1.8: Name of the Scholarship of Scheduled Caste Respondents



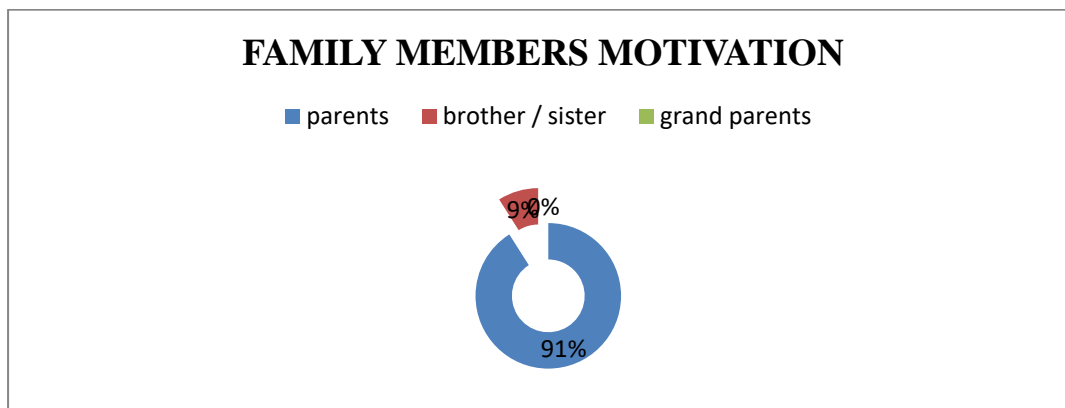
Source: Primary Data

Above figure 1.8 shows the response about scholarship name of scheduled caste respondents. 21% (out of hundred) respondents have gained pre metric scholarship and 45 % (out of hundred)



respondents have gained post metric scholarship. Remaining 34 % (out of hundred) respondents have not gained any scholarship.

Figure 1.9: Status of the Motivation by their Family Members to Join School or College



Source: Primary Data

Figure 1.9 shows the status of the motivation by their family members to join school and college. 91 % (out of hundred) respondents says that they motivate their parents to join schools or colleges but 9 % (out of hundred) respondents say that they motivate their brother to join schools or colleges.

Conclusion:-

- In this study, it is found that 35 percent respondents are passed senior secondary standard .The ratio of senior secondary passed respondents is high as compared to middle, matriculation, technical education graduation and other like B.Ed, j.b.t. and P.G. In this study, only 4 % respondents are including in technical education.
- In this study, it is found that most of the respondents are belong to Hindi medium but only 23 % respondents are belong to English medium. The main reason of the Hindi medium respondents that their parents have not enough money to join the English medium school their children.
- The study found that the ratio of science stream is very low as compare to arts and commerce. According this study 78% respondents have the knowledge about the stream but 24% respondents have no knowledge about the stream because they have passed matriculation. They have no knowledge about the arts, commerce and science stream.
- In this study it is found that most of the respondents are those who have never joined the college.
- The study found that 55 % respondents covered /travelled a distance of 0-5 K.m. to go to school or college only 15 % respondents have travelled / covered a distance of 10-15 Kim.
- The study found that most of the respondents use cycle when they go to school or college because they have no facility of bike or public transport.
- The study reveals that 66 % respondents have awareness of scholarship like pre- metric, post -metric.

Suggestions

- Education is the most effective instrument for empowering these groups. Article 21 A of Indian constitutions provide free and compulsory education up to the age of fourteen. It is suggested that for the education improvement of SC and ST, the state government must be provide for free education to scheduled caste for higher studies also



- The technical education like ITI, B.Tech, and poltechnical is most practical based education, which is the need of the present time. Government should encourage such technical education programmed. Necessary conditions like scholarship, hostel, transportation etc must be made available according to the convenience of the scheduled caste students.
- Most of the students face the problem of transport facility when they go to school or college .In such situation the schedule caste students must get free transportation or if not possible, the concession of 80 % of the total fare must be given.
- Our interaction with the people suggested that many of the household aspire to get a job in the plant. Thus up graduation of skill for the local youth in the long run and provision of employment to at least one person of the affected family may help improving their economic conditions.
- A number of small scale industries should be established in SC populated areas with financial help and technical guidance to enable the young generation to engage in self-employment.
- Unemployment always leads to poverty and dissatisfaction .Because of poverty they have not been able to improve their standard of living and social environment. So, the government should take special care for the educational and economic interest and needs of scheduled castes.

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